

**California State University,  
Los Angeles  
Los Angeles, California**

**"Project LEAP<sup>2</sup>"**

As increasing numbers of underprepared native-born, immigrant, and international language minority students enter postsecondary education, faculty need assistance in dealing with the instructional demands of this burgeoning student population. Project LEAP<sup>2</sup> is a three-year development effort to train faculty at California State University, Los Angeles, other CSU campuses, and institutions nationwide to integrate language and content instruction in courses across the disciplines and thereby improve the academic literacy of language minority students. This project builds on the original Project LEAP, a successful FIPSE-supported project in which selected general education courses known to be linguistically and conceptually challenging were enhanced with a language development focus.

**Faculty Development**

**FIPSE seeks to support the professional development of full- and part-time faculty by assessing and rewarding effective teaching; promoting new and more effective teaching methods; and improving the preparation of graduate students who will be future faculty members.**

At many institutions, teaching is undervalued because rewards systems and peer pressures favor research rather than a reasonable balance between these functions. Therefore, projects that encourage research-oriented departments

and institutions to support and reward teaching excellence and to reduce the tension in the lives of faculty between their teaching and research responsibilities are especially welcome. It will be easier for institutions to emphasize and reward good teaching, however, if better ways can be found to assess and document the work faculty do in the service of students and the community. FIPSE therefore encourages proposals to develop models of performance reporting.

Strong evidence reported in Alexander Astin's study *What Matters in College?* (Jossey-Bass, 1993) supports the view that faculty involvement with students and active, self-directed learning by students contribute more than anything else to measurable student success. Therefore, FIPSE seeks projects to introduce teaching and learning methods that support student-faculty interaction, learning communities and other collaborative learning models, active and "hands-on" student participation, and the development and use of technological innovations that further these ends.

**Baylor College of Medicine  
Houston, Texas**

**"Creating Global Classrooms via  
Information Technology"**

The focus of this project is on providing opportunities for school teachers in South Texas to learn how to use the information technology equipment in their classrooms and apply it to produce new learning conditions and outcomes for the largely Hispanic student population of that area. Discipline-specific teacher teams jointly plan technology applications and cooperative instructional strategies for various content areas, with the assistance of the project's full-time, on-site instructional technology specialist, during a daily 90-minute planning period. The unique setting for the project, in a secondary school (grades 7-12) for aspiring teachers, maximizes the project's impact by involving not only current teachers but a cohort of future teachers as well.

The most effective initiatives to train faculty in the use of educational technology have been those which explicitly connect that training to specific instructional improvements, to departmental and institutional priorities, and to the institution's developing technological infrastructure. FIPSE encourages the development of improved training models with these components, particularly those, which aim to measure their success in improving student learning outcomes.

FIPSE also has a special interest in projects which develop the teaching abilities of both graduate students who are preparing for future careers in the professoriate, and adjunct faculty who teach an increasing number of courses at institutions throughout the country. We acknowledge both the enormous contributions to teaching made by skilled adjuncts and the economic considerations that have led many postsecondary institutions to rely so heavily on their services. We suggest that such reliance carries a concomitant responsibility to involve adjunct faculty more intensely in campus communities, and to offer them meaningful opportunities for professional development.